

Positive Guidance Policy

Young children are striving for understanding, independence, and self-control. Children learn by exploring, experimenting and testing the limits of their environment and experiencing the consequences of their behavior. In this way, they begin to understand how the world works, their own limits, and appropriate assertiveness. Children learn self-control and how the world works in a relaxed, positive atmosphere of support and understanding. Adults should view discipline as an important aspect of teaching and learning. Through positive guidance of behavior and modeling, the staff helps children to feel good about themselves and to behave in responsible ways.

This policy will be reviewed with staff during New Employee Orientation and annually thereafter during a staff meeting.

Bright Horizons Approach to Providing Positive Guidance

Bright Horizons establishes an environment that is conducive to providing positive guidance by requiring teachers to

- limit expectations to comply with what is realistic for the developmental level of each child. Teachers clarify expectations for children so that they understand what is expected of them.
- create a “yes” environment that encourages children’s positive behavior
- model appropriate behavior
- use redirection by providing children with alternatives that enable them to turn destructive situations into constructive ones
- use natural and logical consequences to motivate and empower children to make responsible decisions about their behavior
- encourage behaviors such as cooperating, helping, negotiating, and problem-solving

Children will be supervised by sight and sound at all times, including when any positive guidance, corrective measures or discipline methods are being used.

Bright Horizons **prohibits** the following discipline methods:

- subjecting children to cruel, severe, or frightening punishment such as shaming, humiliation, threats, derogatory remarks, verbal or physical abuse, neglect, or abusive treatment including any forcible restraining, hitting inflicted in any manner upon the body, shaking, jerking, squeezing, spanking, yelling, choking
- labeling (“bad” girl or boy) or otherwise implying that the child is the problem, instead of the behavior
- using bribes, false threats, or false choices
- depriving children of outdoor time, unrelated activities such as special events
- depriving children of meals or snacks; force feeding children or otherwise making them eat against their will, or in any way using food as a consequence. Neither will food be used as a reward to get child behave in a certain way.
- retaliating or doing to the child what he or she did to someone else
- imposing punishment for soiling, wetting, or not using the toilet; forcing a child to remain in soiled clothing or to remain on the toilet, or using any other unusual or excessive practices for toileting
- confining a child to a high chair, crib, or any other piece of equipment for an extended period of time in lieu of supervision or as punishment

Signature

Date